

NAAEE Correlations: Segment 1

This list includes elements of Segment 1 that are recognized as effective methods of teaching environmental education by the NAAEE.

- ✓ 2.1 Awareness: Materials should acknowledge that feelings, experiences, and attitudes shape environmental perceptions and issues.
 - As appropriate for the developmental level, opportunities are provided for learners to explore the world around them.
 - Activities provide opportunities for experiences that increase learners' awareness of the natural and built environments.
- ✓ 2.4 Attention to different scales: Environmental issues should be explored using a variety of scales as appropriate, such as short to long time spans, localized to global effects, and local to international community levels.
 - Local, regional, continental, and global geographic scales are used to help learners understand that issues can be important, widespread, and complex.
- ✓ 5.1 Learner-centered instruction: When appropriate, learning should be based on learner interest and on the learner's ability to construct knowledge to gain conceptual understanding.
 - Activities allow learners to build from previous knowledge and lead toward further learning.
 - Where appropriate, activities and projects use learner questions and concerns as a starting point.
- ✓ 5.4 Expanded learning environment: Students should learn in environments that extend beyond the boundaries of the classroom.
 - Students learn in a diverse environment, which includes the schoolyard, laboratory, field settings, community, and other settings beyond the classroom.
- ✓ 5.8 Assessment: A variety of means for assessing learner progress should be included in the materials.
 - Means of assessing learners' baseline understanding, skills, and concepts at the beginning of each lesson are included.

NAAEE Correlations: Segment 2

- ✓ 2.1 Awareness: Materials should acknowledge that feelings, experiences, and attitudes shape environmental perceptions and issues.
 - Materials help learners understand the interdependence of all life forms and the dependence of human life on the resources of the planet and on a healthful environment.
- ✓ 2.2 Focus on Concepts: Rather than presenting a series of facts, materials should use unifying themes and important concepts.
 - Concepts from environmental science fields such as ecology, earth science, chemistry, conservation, biology, etc., are presented as appropriate for the intended developmental level.
- ✓ 2.3 Concepts in context: Environmental concepts should be set in a context that includes social and economic as well as ecological aspects.
 - Environmental issues are explained in terms of specific concepts.
- ✓ 3.3 Action skills: Learners should gain basic skills needed to participate in resolving environmental issues.

Materials and activities help students sharpen basic laboratory and field skills such as experimental design, observation, data collection, and data analysis.

NAAEE Correlations: Segment 3

- ✓ 1.2 Balanced presentation of differing viewpoints and theories.
 - Where there are differences of opinion or competing scientific explanations, the range of perspectives should be presented in a balanced way.
 - Opinions or policies of an agency or organization are clearly identified.

- ✓ 2.3 Concepts in context: Environmental concepts should be set in a context that includes social and economic as well as ecological aspects.
 - Learners are offered opportunities to examine multiple perspectives on the issue and to gain an understanding of the complexity of issues, as appropriate for their developmental level.
 - Further investigations help learners probe more deeply into the ecological, social, and economic aspects of issues and their interrelationships.
- ✓ 3.2 Applying skills to issues: Students should learn to arrive at their own conclusions about what needs to be done based on thorough research and study, rather than being taught that a certain course of action is best.
 - Materials help students learn to identify, define, and evaluate issues on the basis of evidence and different perspectives. Ethical and value considerations are included.
 - There are opportunities to use different methods of evaluating environmental issues and their potential solutions, as appropriate for the intended age level.

NAAEE Correlations: Segment 4

- ✓ 1.3 Openness to Inquiry: Materials should encourage learners to explore different perspectives and form their own opinions.
 - Educators are given tools to use in helping learners to form and express opinions about competing theories.
- ✓ 2.3 Concepts in Context: Environmental concepts should be set in a context that includes social and economic as well as ecological aspects.
 - Further investigations help learners probe more deeply into the ecological, social, and economic aspects of issues, and their interrelationships.
- ✓ 3.1 Critical and Creative Thinking: Learners should be challenged to use and improve their critical thinking and creative skills.
 - Materials offer learners opportunities to practice critical thinking processes such as problem definition, forming hypothesis, collecting and organizing information, analyzing information, synthesizing, drawing conclusions, formulating possible solutions, and identifying opportunities for action.
- ✓ 3.2 Applying Skills to Issues: Students should learn to arrive at their own conclusions about what needs to be done based on thorough research and study, rather than being taught that a certain course of action is best.
 - Learners are encouraged to develop their own solutions to issues.
 - Environmental issues are presented with a range of possible solutions as well as information about how the problems are currently being addressed. Materials compel learners to consider the implications of different approaches.

NAAEE Correlations: Segment 5

- ✓ 3.1 Critical and Creative Thinking: Learners should be challenged to use and improve their own critical thinking and creative skills.
 - Learners are challenged to use higher level thinking processes such as identifying bias, inferring, relating, applying, and reflecting.
 - Learners are given opportunities to practice these skills individually and in groups.
- ✓ 3.3 Action Skills: Learners should gain basic skills needed to participate in resolving environmental issues.
 - Learners are challenged to hone their abilities to forecast and to plan for the long term.
 - Learners are encouraged to practice interpersonal skills, including oral and written communication, group cooperation, leadership, conflict resolution, and others.

- ✓ 4.2 Self-Efficacy: Material should aim to strengthen learners' perceptions of their ability to influence the outcome of a situation.
 - Materials challenge learners to apply their thinking and act on their conclusions.
 - Materials include a variety of individual and community strategies for citizen involvement and provide learners for opportunities to practice these strategies through projects they generate individually, in school, or in the larger community.

NAAEE Correlations: Segment 6

- ✓ 4.1 Sense of Personal Stake and Responsibility: Materials should encourage learners to examine the possible consequences of their behaviors on the environment and evaluate choices they can make which may help resolve environmental issues.
 - Learners are provided with opportunities to reflect on the effects of their actions and to sort out their opinions about what, if anything, they should do differently.
- ✓ 4.2 Self Efficacy: Material should aim to strengthen learners' perceptions of their abilities to influence the outcome of a situation.
 - Learners are encouraged to share the results of their actions with peers and other interested people.
- ✓ 5.1 Learner-Centered Instruction: When appropriate, learning should be based on learner interest and on the learner's ability to construct knowledge to gain conceptual understanding.
 - Materials encourage learner participation in planning and assessing learning. Materials encourage learner reflection on the process and content of learning.
- ✓ 5.4 Expanded Learning Environment: Students should learn in environments that extend beyond the boundaries of the classroom.
 - Learners are encouraged to share their knowledge and their work with others.
- ✓ 5.8 Assessment: A variety of means for assessing learner progress should be included in the materials.
 - Assessment is on-going and tied to student learning.
 - Students are encouraged to assess their own and other students' work.